

# Team composition tool

## Respectful Relationships Education



The team composition tool is intended to support schools with building a team to lead a whole school implementation plan.

### Aims of the RRE team composition tool

Implementing RRE in schools requires strong leadership, clear values and a balance of skills across the team (Our Watch 2022a).

This tool has been designed to help schools identify the strengths and capabilities that different staff members can bring to an RRE leadership or implementation team or committee. It does not focus on job titles, but on the values and behaviours that underpin effective practice in RRE implementation in schools. The tool supports a strengths-based approach to a team's composition and may assist in determining areas to seek advice or further development as part of a Professional Development Plan.

This is an optional resource that schools may choose to adapt for other contexts where reflective practice, professional growth and strategic team building are valued.

### Structure of the tool

The team composition tool builds strategic, balanced teams that foster reflection, collaboration and growth.

#### The tool has 2 sections:

- **Section 1** identifies the strategic leadership dimensions existing in your staff.
- **Section 2** is a way for individuals to identify the unconscious biases and behaviours that may impact RRE implementation and making the cultural changes necessary to address the gendered drivers of violence

This tool recognises that different strengths and capabilities are essential to successful RRE implementation. It highlights the need for a diversity of strengths and capabilities on the school RRE team.

Use the tool to identify strengths in leadership (Section 1) and the dispositions required to address the gendered drivers of violence (Section 2).

## Section 1 – strategic leadership

Research on strategic leadership (Davies and Davies 2010) shows that effective leaders demonstrate a mix of vision, influence, capacity to learn and the ability to act. At the same time, a bias such as the Dunning–Kruger effect, where people may either overestimate their own ability, reminds us of the challenge in making an accurate subjective capability assessment.

### Strategic leadership dimensions

Leaders demonstrate the following dimensions:

- Vision and moral purpose: articulate a compelling vision grounded in values
- Strategic thinking: balance immediate needs with long-term goals
- Strategic learning: create a culture of reflection and growth
- Capacity building: develop and sustain leadership in others
- Action orientation: turn strategy into lived practice.

### Behavioural focus

Instead of asking staff whether they possess these qualities (which can trigger ‘obvious answers’), this tool frames questions around extent of behaviours. This reduces bias and highlights actual practice.

### Team roles

The goal is not to label some people as ‘good’ and others as ‘lacking’, but to identify the different, complementary roles that individuals can play in an RRE team. Both those with strong leadership skills and those with growth potential bring value.

### Leadership development focus

This tool could be used for pre- and post-assessment to reflect on leadership and pedagogical growth as a result of engaging with RRE.

Alternatively, leaders may use the information gained through the tool to leverage team members’ skills as needed at specific points during an initiative.

## Section 2 – addressing gendered drivers of violence

The second section of the tool relates directly to the 8 essential actions identified in Our Watch’s Change the Story framework to reduce the gendered drivers of violence (2022b:29).

Sustainable change is only possible when individuals bring dispositions and attitudes that actively promote equality, respect and inclusivity.

The following statements outline the kinds of orientations that underpin each action and provide the foundation for the self-assessment items in the tool.

1. **Challenging the condoning of violence against women.** This requires a disposition of moral courage, a belief that violence is never acceptable and a readiness to reject excuses or minimisation when it occurs.
2. **Promoting women’s independence and decision-making in public life and relationships.** Individuals demonstrate a respect for autonomy and fairness, valuing women’s voices and viewing shared power as essential to healthy relationships and leadership.
3. **Building new social norms that foster personal identities not constrained by rigid gender stereotypes.** Critical reflection and openness to diversity are key dispositions, enabling individuals to question limiting norms and to support identities that are free from stereotypes.
4. **Supporting men and boys in developing healthy masculinities and positive, supportive male peer relationships.** Individuals value empathy, care and respect, and encourage expressions of masculinity that reject dominance and foster supportive peer cultures.
5. **Promoting and normalising gender equality in public and private life.** Individuals possess a core belief in equality, alongside a disposition towards justice and reciprocity that guides everyday choices in homes, classrooms and workplaces.
6. **Addressing the intersections between gender inequality and other forms of systemic and structural oppression and discrimination.** Individuals demonstrate humility and inclusivity, an openness to learning from diverse lived experiences and a commitment to equity that accounts for overlapping forms of discrimination.
7. **Building safer, fairer and more equitable organisations and institutions.** A collective responsibility mindset is central, with individuals valuing accountability and transparency and recognising their role in creating equitable environments.
8. **Strengthening positive, equal and respectful relationships among women and men, girls and boys in public and private spheres.** Respect, empathy and reciprocity are the guiding dispositions, shaping the way individuals communicate, manage conflict and sustain relationships grounded in fairness.

# Section 1 – strategic leadership

## Instructions

Read the questions in each strategic leadership category and rate yourself using the scale below:

1 = not at all	2 = a little	3 = sometimes	4 = often	5 = to a great extent
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## Vision and values

To what extent ...

Rating

1. do you clearly explain why our work in schools matters for students' wellbeing and futures?	<input type="text"/>
2. do your everyday actions line up with the values you talk about?	<input type="text"/>
3. do you help others see the 'big picture', not just the task in front of them?	<input type="text"/>

## Working with others

To what extent do you ...

Rating

4. listen carefully to views that are different from your own?	<input type="text"/>
5. seek to understand concerns first when faced with resistance or conflict?	<input type="text"/>
6. make an effort to include colleagues who don't usually speak up?	<input type="text"/>

## Learning and growth

To what extent ...

Rating

7. are you open about what you don't know and willing to learn from others?	<input type="text"/>
8. do you reflect and adapt when something doesn't go well?	<input type="text"/>
9. do you look for new ideas or practices to improve your work?	<input type="text"/>

## Section 1 – strategic leadership (continued)

### Influence and change

To what extent do you ...	Rating
10. bring others on board with new initiatives, even when others are uncertain?	<input type="text"/>
11. keep important conversations alive over time, not just at the start?	<input type="text"/>
12. notice when others are doing something well and share that with the team?	<input type="text"/>

### Taking action

To what extent do you ...	Rating
13. turn plans into action and make sure things happen?	<input type="text"/>
14. follow through on commitments you make?	<input type="text"/>
15. check in on progress and adjust when things aren't working?	<input type="text"/>

## Section 1 – strategic leadership (continued)

## Scoring system

Use the table below to rank your individual scores for each category. The Total and Average have been automatically calculated based on your answers to the questions on the previous pages.

Leadership category	Questions	Total	Average	Potential role
Vision and values	1–3			Strategic driver
Working with others	4–6			Culture builder
Learning and growth	7–9			Learner and grower
Influence and change	10–12			Change agent
Taking action	13–15			Implementer

Based on your Average, **identity your strengths**:

<b>4.0–5.0</b> Strong area of practice	<b>3.0–3.9</b> Developing area	<b>1.0–2.9</b> Growth focus
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**Interpret your profile.** Each category links to a potential team role. Add in your rank for each role – Strong, Developing or Growth:

Potential role	Your ranking
<b>Strategic driver</b> – Vision and values and Influence and change	
<b>Culture builder</b> – Working with others and Vision and values	
<b>Learner and grower</b> – Learning and growth (even if other areas are lower)	
<b>Change agent</b> – Influence and change	
<b>Implementer</b> – Taking action	

Section 1 – strategic leadership (continued)

Team composition map

**Complete the table below.** Using each members average rank, determine the order of their 5 leadership categories, using a scale ranging from 5 being for strength and 1 as an area to develop.

Team member	Strategic driver	Culture builder	Learner and grower	Change agent	Implementer

The information gained through the Team composition map can be used to determine whether there is a balance of skills across the team. Additionally, leaders may use this information to leverage team members’ skills as needed at specific points in an implementation plan.

## Section 2 – addressing gendered drivers of violence

### Instructions

The statements below relate to the 8 essential actions to reduce gendered drivers of violence.

Staff come to school with different perceptions, experiences, history and levels of support. This survey is not intended to judge, but rather to assess where you are starting from in terms of your knowledge and comfort with implementing RRE.

**Rate your agreement with the following statements, from ‘Strongly disagree’ to ‘Strongly agree’.**

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I think it is important to focus on the actions of the person using violence, not the person who has experienced violence (for example what they were wearing).					
I notice if roles within the school align with gender stereotypes, for example the leadership is male dominated.					
I use inclusive language such as ‘parents and carers’ instead of ‘mum and dad’ when referring to families.					
I recognise, and feel confident challenging, language that reinforces masculine stereotypes such as ‘boys will be boys’.					
I engage in and promote days on gender equality and human rights (for example National Reconciliation Week, Pride Month, Harmony Week).					
I feel comfortable using preferred pronouns for staff and students, for example offering my own pronouns or respectfully and privately asking someone else what terms they use to describe themselves.					
I would know how to respond to a disclosure of violence appropriately and safely.					
I think students should learn about being safe and respectful in online environments, including image-based abuse and technology-facilitated harassment.					

## References

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Our Watch (2022a) '[Respectful relationships education toolkit: Implementation steps](#)', Our Watch, accessed 12 September 2025.

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Victorian Government Department of Education and Training (2017) '[Respectful relationships: A resource kit for Victorian schools](#)', Arc, accessed 12 September 2025.



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### Contact Respectful Relationships Education

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